DOCUMENT RESUME

ED 210 491 CE 030 760

AUTHOR Clayton, Dean; Park, Ok
TITLE Managerial Skills in Vocational Education Curriculum Development Project. Final Report.
INSTITUTION Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.; Arkansas Univ., Fayetteville. Dept. of Vocational Education.
PUB DATE Nov 81
NOTE 97p.; Pages 53-54 and 83 (original pagination) were removed to preserve confidentiality. Best copy available.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Administrator Attitudes; *Administrator Education; Advertising; Business Communication; Business Education; *Curriculum Guides; Data Processing; Employer Attitudes; Federal Regulation; Field Tests; Human Relations; Information Dissemination; Instructional Materials; *Job Skills; Leadership; Marketing; *Material Development; Microcomputers; Money Management; Personnel Management; Secondary Education; State Curriculum Guides; State Surveys; Taxes; Teacher Attitudes; *Vocational Education
IDENTIFIERS *Arkansas; Business Law; *Management Skills; Small Businesses; Small Business Management

ABSTRACT

A project was conducted to develop, field test, and disseminate a curriculum guide for vocational education teachers to use in teaching managerial skills to vocational education students on the secondary level. After a cadre of 20 Arkansas secondary vocational education teachers who were either directly involved or interested in establishing a program of vocational managerial skills instruction identified those topics they felt should be included in such a curriculum, their students interviewed 217 small business owners/managers to determine which skills they felt should be taught. The owners/managers rated a variety of skills relating to business ownership, leadership development, human relations, minicomputers/data processing, financial management, personnel management, business communications, business taxes, governmental regulations, marketing and advertising, business law, protecting assets, personal finance, and career opportunities. Based on these ratings, two instructional units were developed and field tested by 214 students and 14 teachers. Both student and teacher evaluations of the units were highly positive. An instructional manual (curriculum guide) was also produced and disseminated to all Arkansas junior executive training (JET) instructors. Appended to the report are the project surveys, survey results, and project-developed materials. (MN)

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FINAL REPORT

MANAGERIAL SKILLS IN VOCATIONAL EDUCATION

CURRICULUM DEVELOPMENT PROJECT

Conducted By

Area of Vocational Education
University of Arkansas

Dr. Dean Clayton, Co-Director
Dr. Ok Park, Co-Director

In Cooperation With
Arkansas Department of Education
Division of Vocational, Technical & Adult Education
Little Rock, Arkansas 72201

Funded Under the Provisions of
P.L. 94-482, Subpart 3

November, 1981

CE 030 760

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MANAGERIAL SKILLS IN VOCATIONAL EDUCATION
CURRICULUM DEVELOPMENT PROJECT

Introduction

Business Education has been known for years as the field of specialization that trains students in skills--such as shorthand and typewriting. However, very little has been done to train our secondary students in managerial skills.

In the spring, 1980, issue of NATEBOE Notes, John Lee, President of BOE/AVA, indicated that business educators have a challenge in the 1980's. He felt that the image of business education has been one of preparing secretaries. He stated: "To achieve the respectability we want we must move beyond programs which one could consider as a dead end rather than a stepping stone into management."

Lorraine Furtado and Peter Haines stated in their article, "Entrepreneurship--The Time Has Come," Forum, April, 1980, the following:

> In a number of publications, the field of business education identifies its purposes as twofold--the education of students for and about business. However, little has been done to prepare individuals for careers as business owners--entrepreneurs. Yes, there have been a few courses in marketing and management, but business and distributive education has been geared primarily to provide consumer and economic education, personal skills, and entry-employment education. It is very important that the concept of entrepreneurship be infused into business and distributive education instructional programs.

According to Dun & Bradstreet more than 500,000 new business began in the United States in 1979, an increase of 60 percent of the 1974 total.

"It represents a renaissance among Americans of self-confidence resourcefulness, and risk-taking" reported the recently appointed White House Commission on Small Business. In setting forth small business' vital role in the American economy, the White House Commission stated "new and existing small companies in recent years have provided an astonishing 86.7 percent of the nation's new jobs in the private sector." In addition, "to achieve a healthy level of employment for Americans in the 1980's 11 million new jobs will have to come from Small Business."

Funding to assist in stressing managerial skills in business programs has been limited. Most efforts have concentrated on the post-secondary and adult levels. In developing a curriculum that stresses managerial skills for prospective business owners or managers, it became apparent that two basic steps were essential. First, appropriate content should be ascertained, and secondly, a delivery system must be established for successful implementation of the curriculum.

Objectives

The overall purpose of the Research Project was to develop, field test, and disseminate a curriculum guide for vocational education teachers. The guide was to consist of managerial skills useful to Vocational Education students on the secondary level. The main purpose of the curriculum guide was to assist vocational teachers on the secondary school level who were: (a) directly involved in vocational management skills instruction working directly in a vocationally reimbursed program designated as junior executive training (JET); and (b) genuinely interested in initiating a program including content in vocational management skills.

With the need indicated on the national and state levels for the development of a curriculum guide with managerial skills, the following specific objectives seemed to be a natural inclusion for the project:

1. Establish a cadre of approximately 20-25 teachers on the secondary school level who would be: (a) directly involved in vocational management skills instruction by working directly in a vocationally reimbursed program designated as junior executive training (JET); and, (b) genuinely interested in initiating a program including content in vocational management skills.

2. Determine the topics (content) related to vocational management skills considered to be essential and optional for the secondary school level.

3. Develop and field test a series of units which would include, but not be limited to, objectives (specific) and activities (students/teachers) most appropriate for supporting instructional programs including vocational management skills.

4. Produce an instructional manual (curriculum guide) for vocationally reimbursed teachers to be utilized in their programs of instruction.

5. Disseminate the curriculum guide to instructors in junior executive training (JET) and to others directly involved in vocational management skills instruction.

Procedures

At the Arkansas Vocational Conference in Little Rock, Arkansas, in August, 1980, a meeting was held for all Junior Executive Training teachers in Arkansas and all teachers interested in becoming JET teachers. Approximately fifty educators attended this meeting. At that time a questionnaire was filled in by teachers interested in working in this Project (Appendix 1).

Also, forms were given to the teachers to identify topics that should be studied in JET. On page 1 of the form, teachers were to list in order of importance necessary items to be studied in JET. On page 2, items that should be optional were listed in order of importance, and on page 3, unique activities for JET were listed. Teachers were given two weeks to return the forms (Appendix 2).

On August 29, 1980, the teachers who were selected for the Research Project were informed by letter (Appendix 3). The selection was made by giving priority to those teachers who already had a JET Program and by consulting with the State Staff in Business Education, State Department of Education. Upon receipt of the identification of topics for the JET Curriculum Guide, topics were listed as necessary and optional by the teachers (Appendix 4 and Appendix 5).

After receiving this material from the teachers, a meeting was held with personnel of the Small Business Administration (SBA) in Little Rock, Arkansas, to determine if the agency agreed with the topics selected by the teachers. Many helpful suggestions resulted and additional topics were established. From the information received from the teachers and after several conferences with the Small Business Administration, a tentative list of topics was identified for inclusion in the Junior Executive Training Curriculum Guide.

An opinionnaire was prepared from the tentative list of topics and teachers in the Project were asked to have their students interview 20 business owners/managers in their community (Appendix 6). Those interviewed were asked if they thought the topics listed on the opinionnaire were the items that should be taught on the high school level to prepare a student for management/ownership of a business. Also, they were asked to list other topics they thought necessary to be taught in a Junior Executive Training class. If they did not think the topic should be taught, they were asked to strike through the topic/subtopics.

Two hundred seventeen small business owners/managers were interviewed. The results of the survey based on each response item are listed in Chart 1 beginning on page 5. Additional remarks from the small business owners were also received (Appendix 7).

CHART 1

OPINIONNAIRE

SMALL BUSINESS OWNERS/MANAGERS IN ARKANSAS

NO. INTERVIEWED	TOPIC	SHOULD BE TAUGHT	SHOULD BE DELETED
217	BUSINESS OWNERSHIP		
	Terminology	184	33
	Small Business and the American Economy	196	21
	The Entrepreneur	148	69
	Types of Business Ownership	206	11
	Advantages of Small Business Ownership	207	10
	Risks of Small Business Ownership	209	8
	Planning and Goal Setting of Small Business	205	12
217	LEADERSHIP DEVELOPMENT AND HUMAN RELATIONS		
	Development of a Positive Self-Image	212	5
	Executive Attire	152	65
	Positive/Negative Attitudinal Traits	200	17
	Goal Setting	211	6
	Management by Objectives	201	16
	Time Management	204	13
	Decision-Making Skills	213	4
	Solving People Problems	195	22
	Leadership Opportunities in FBLA	183	34
	Parliamentary Procedure	126	91
217	MICROCOMPUTER/DATA PROCESSING		
	Data Processing and Computer Concepts	171	46
	Operation of Microcomputers	171	46
	History, Principles, and Operations	176	41
	Hardwares	176	41
	Softwares	176	41
	Business Applications	180	37
	Social Implications and Future Inputs	153	64
217	FINANCIAL MANAGEMENT		
	Short-Term/Long-Term Financing	210	7
	Single-Entry/Double-Entry Accounting Systems	204	13
	Leasing vs. Buying Assets	199	18
	Forecasting and Budgeting	208	9
	Purchasing and Inventory Control	209	8
	Credit Policies and Procedures	207	10
	Banking Services	203	14
	Analysis of Cash Flow Statements	206	11
	Analysis of Income Statement	205	12
	Analysis of Statement of Financial Condition	210	7

OPINIONNAIRE

SMALL BUSINESS OWNERS/MANAGERS IN ARKANSAS

NO. INTERVIEWED	TOPIC	SHOULD BE TAUGHT	SHOULD BE DELETED
217	PERSONNEL MANAGEMENT		
	Interview Techniques	209	8
	Resume Evaluation	206	11
	Fair Employment Practices	206	11
	Selection, Training, and Promotion of Employees	213	4
	Incentives to Increase Productivity	210	7
	Development of Company Pride and Employee Loyalty	206	11
	Labor/Management Relations	204	13
	Evaluation and Termination of Employees	209	8
217	BUSINESS COMMUNICATIONS		
	Oral Communications	211	6
	Written Communications	208	9
	Telephone Techniques	206	11
	Art of Dictation	168	49
	Penmanship	172	45
217	BUSINESS TAXES AND GOVERNMENTAL REGULATIONS		
	Payroll Taxes Paid by Employer for Employees	213	4
	Payroll Taxes Withheld from Employee's Salaries	208	9
	Excise Taxes	194	23
	Business Income Tax Forms for the Self-Employed Person	211	6
	Anti-Trust Governmental Regulations	172	45
	Environmental Regulations	177	40
	Consumer Protection Legislation	194	23
217	MARKETING AND ADVERTISING		
	Selling the Product or Service	213	4
	Pricing Policies and Procedure	210	7
	Marketing Research	196	21
	Salesmanship	211	6
	Advertising and Sales Promotion	212	5
217	BUSINESS LAW		
	Negotiable Instruments	196	21
	Contracts	212	5
	Consumer Protection Laws	211	6
	Property Law	207	10
	Insolvency and Bankruptcy	201	16

OPINIONNAIRE

SMALL BUSINESS OWNERS/MANAGERS IN ARKANSAS

NO. INTERVIEWED	TOPIC	SHOULD BE TAUGHT	SHOULD BE DELETED
217	PROTECTING ASSETS		
	Common Business Risks	210	7
	Liability Insurance	213	4
	Property Insurance	217	0
	Credit and Title Insurance	205	12
	Life Insurance (Key-Person Insurance)	213	4
	Self-Insurance	205	12
	Underinsured or Overinsured	193	25
217	PERSONAL FINANCE		
	Personal Financial Planning	215	2
	Consumer Buying	207	10
	Consumer Borrowing	204	13
	Personal Savings and Investments	212	5
	Personal Insurance Coverage	210	7
	Individual Income Taxes	208	9
217	CAREER OPPORTUNITIES		
	Opportunities at Different Levels of Management Supervisory, Middle-Management, and Executive	211	6
	Careers in Service-Oriented Enterprise	212	5
	Careers in Merchandising-Oriented Enterprise	209	8
	Careers in Manufacturing-Oriented Enterprise	210	7

A seminar was held in Jacksonville, Arkansas, on October 18, 1980. (Appendices 8, 9, and 10). At that time, topics to be included in the guide were analyzed and discussed. The Project Directors, Research Associate, and Business Education State Department Staff shared materials, ideas, and suggestions with the group of teachers in the Project. Reports were reviewed on input from the Small Business Administration. Also, participants shared with the group resource items that they thought would enhance instructional strategies for a JET class. The results of an ERIC search of available materials were shared with the group.

To obtain as much appropriate materials as possible, a great deal of research was conducted on types of free material or very inexpensive material that could be used in a Junior Executive Training class. One hundred and fifty letters were mailed to companies and agencies asking for free or inexpensive materials. Sixty companies and organizations sent appropriate material, thirteen letters were returned unclaimed, and over seventy-seven companies did not respond. This material was distributed to the JET teachers to help them enrich their teaching (Appendix 11).

On October 24-25, 1980, the Project Directors, Research Associate, State Staff of Business Education, and an outstanding JET teacher met and made a final decision on the units to be included in the guide. A model unit and a model enrichment project were also developed during this meeting (Appendix 12). A copy of each was mailed to participants. The participants were asked to write and field test two units and two enrichment projects.

A teacher evaluation form and a student evaluation form were developed by the Project Directors. The participants were to administer to students and self-administer the forms after each unit was written and taught (Appendix 13).

The first unit of instruction and enrichment project were due on January 30, 1981. In early February, the Project Directors, Research Associates, and State Staff in Business Education met to review the materials and make plans for the next seminar. The second unit and enrichment project were due on March 14, 1981.

On May 1, 1981, the group met again in Jacksonville to make final revisions of the units and enrichment projects (Appendix 14, Appendix 15, and Appendix 16). Corrections, additions, and refinements were made at that time, and the units were ready for final editing.

A final copy was mailed to the consultant in late May. The Consultant was Mrs. Mamie McCullough, President, Positive Life Attitude of America, Dallas, Texas. The consultant read through the guide to make sure that it did not have sex bias and to make sure it was valid in its content and activities. The final typing of the curriculum guide was completed by the middle of June.

A seminar was held on July 9-10, 1981, in North Little Rock, Arkansas, with the consultant serving as the resource speaker. Mrs. McCullough gave several hours of instruction in management skills appropriate for use with the curriculum guide (Appendix 17, Appendix 18, and Appendix 19).

Two hundred Junior Executive Training Curriculum Guides were published. Five hundred dissemination guides were also published. Guides were disseminated at the Arkansas Vocational Conference on August 4, 1981. The remaining guides have been stored for further dissemination.

Materials have been submitted to ERIC for possible inclusion.

Findings

Fourteen of the teachers field tested the units which they had written for the Junior Executive Training Curriculum Guide. Summary data from the

214 students who were taught the units (Appendix 12) and their respective teachers through use of Evaluation Forms (Appendix 13) are included as follows:

1. How would you judge the amount of material covered in this unit?

19 Students 1 Teacher	We had much too much material for us to cover in the time available.
69 Students 4 Teachers	We had somewhat more material to cover than time allowed.
109 Students 6 Teachers	The amount of material covered was appropriate.
12 Students 0 Teachers	We had somewhat less material to cover than we could have covered.
5 Students 0 Teachers	We had too little material to cover; there was time for more.

2. How well did you like this unit?

53 Students 7 Teachers	I liked it very much.
97 Students 6 Teachers	I liked it somewhat.
45 Students 0 Teachers	I neither liked nor disliked it.
12 Students 0 Teachers	I disliked it somewhat.
7 Students 0 Teachers	I disliked it very much.

3. How hard did you find this unit?

16 Students 0 Teachers	It was the hardest
61 Students 3 Teachers	It was one of the harder ones.
110 Students 8 Teachers	It was about average in difficulty.
19 Students 2 Teachers	It was about one of the easier ones.
8 Students 0 Teachers	It was the easiest.

See Chart 2 on page 12, for details relating to the data for each of the Units taught in respective schools. School names and teachers have been deleted to provide anonymity.

Evaluation

After the units were written and field tested by the teachers, each student evaluated the unit after it was taught by the teacher. Also, each teacher evaluated the unit after it was taught.

In addition, the first three meetings had an open-ended evaluation completed after each meeting by the participants. Results from these evaluations were highly positive. A summary of the evaluation processes relating to each objective and activity of the project begins on page 16.

Conclusions and Recommendations

New topics and teaching strategies have evolved during the development and field testing of the curriculum materials. As a result of the varied activities in the project, two hundred copies of the Junior Executive Training Curriculum Guide have been produced.

This curriculum guide should be useful to vocational education teachers on the secondary school level, especially those who incorporate managerial skills instruction into their teaching. It is anticipated that adequate copies of the curriculum guide will have been produced to accomodate the curriculum needs of Arkansas teachers in the area of managerial skills for the next five years.

Copies of the curriculum guide have been disseminated to all Junior Executive Training Teachers in the State. One hundred additional copies have been provided the State Staff in Business Education for distribution. Remaining copies are on file with the Instructional Materials Center,

CHART 2

JUNIOR EXECUTIVE TRAINING FIELD-TESTED UNITS
STUDENT EVALUATION
TEACHER EVALUATION

UNIT	NO. OF STUDENTS	SCHOOL	QUESTION 1					QUESTION 2					QUESTION 3				
			A.	B.	C.	D.	E.	A.	B.	C.	D.	E.	A.	B.	C.	D.	E.
Business Communications	13	A			11	2			7	5	1			5	7	1	
Business Communications	1	A		1					1					1			
Business Communications	14	B	1	2	7	3	1	2	8	1	3				1	10	3
Business Communications	1	B			1				1					1			
Business Communications	10	C	5	1	3		1	6	1	3			5	2	2	1	
Business Communications	1	C			1			1							1		
Business Ownership	44	D	3	14	27			18	18	7			5	17	21		
Business Ownership	1	D			1			1							1		
Personnel Management	14	B	1	3	5	5	2	1	3	5	3	1	1	3	6	1	3
Personnel Management	1	B			1				1							1	
Business Law	11	E		7	4			1	6	3		1	1	7	2		1
Business Law	1	E			1				1						1		
Taxes	18	F	2	4	11		1	1	5	5	3	4	3	1	14		
Taxes	1	F		1				1							1		
Taxes	14	G	1	5	8			4	6	6		1	1	6	6		1
Taxes	1	G	(None)														

UNIT	NO. OF STUDENTS	SCHOOL	QUESTION 1					QUESTION 2					QUESTION 3				
			A.	B.	C.	D.	E.	A.	B.	C.	D.	E.	A.	B.	C.	D.	E.
Financial Management	9	H	1	6	2			1	8					6	3		
Financial Management	1	H	1					1						1			
Advertising	10	F		7	3			2	7	1				2	6	2	
Advertising	1	F		1				1							1		
Protecting Assets	11	H		2	8	1		2	6	3				1	9	1	
Protecting Assets	1	H				1			1						1		
Personal Finance	21	C	4	8	9			10	9	1				2	17	2	
Personal Finance	1	C		1				1							1		
Personal Finance	15	A	1	3	9	1		4	7	3	1			3	11	1	
Personal Finance	1	A		1					1							1	
Leadership Development	10	E		5	5			1	6	2	1			6	4		
Leadership Development	1	E			1			1							1		

University of Arkansas at Fayetteville. Copies, when requested in the future, will be distributed on a cost recovery basis for the replenishment of new copies. However, new Junior Executive Training teachers in Arkansas will be provided copies of the curriculum guides without cost.

In cases where curriculum guides in the State of Arkansas have been recently developed and units are already available in related areas, units in the JET Curriculum Guide will be referred to and additional units will be included to assist in overcoming any articulation problems. Additionally, the units and accompanying activities in the curriculum guide will stand alone which will provide service and support areas in vocational education other than business education an opportunity to reproduce and utilize the materials appropriate in their particular situations.

Five hundred copies of dissemination guides were also produced to allow teachers and other interested individuals within and without the State an opportunity to view the materials before ordering or reproducing the curriculum guide in its complete form. Some additional conclusions that were made concerning the Junior Executive Training Guide include:

1. It is better to have actual time to work on the units while the participants and project staff are together. Work time was more effective than speakers or a program.

2. A great deal was accomplished by dividing the participants in small groups and having a member of the project staff or state staff to serve as the leader of the group.

3. Most of the communication was done by mail which was effective. However, more frequent meetings between October 1, 1980, and May 1, 1981, would appear to have been helpful.

4. A great deal of material is available that is free or very inexpensive and can be correlated with the Junior Executive Training Guide.

5. Consultants are valuable because they provide additional information and knowledge concerning a project.

6. Having the final meeting with the consultant, project staff, state staff, participants, and other teachers across the state was very effective because it gave various individuals an insight and needed information concerning new research on Junior Executive Training.

7. Business people do care about the schools and they are willing to help with research.

OBJECTIVE 1

EVALUATION SUMMARY CHART

	ANTICIPATED ACHIEVEMENT			ACCOMPLISHMENTS		
Performance Objective	Activity	Acceptable Criteria	Date to be Completed	Target Group	Level of Accomplishment	Completion
The Project Staff will establish a cadre of approximately 20-25 teachers on the secondary school level who are: (a) directly involved in vocational management skills instruction by working directly in a vocationally reimbursed program designated as Junior Executive Training (JET), and (b) genuinely interested in initiating a program including content in vocational management skills.	Selected schools from the statewide research findings (Office Procedures Curriculum Guide, 1979-1980) to be represented in identifying participants for curriculum development project.	100 percent of Project Staff and State Staff participated.	August 1980	Selected Schools in Arkansas	100 percent	August 1980
				Teachers teaching Junior Executive Training or genuinely interested in teaching Junior Executive Training	100 percent	August 1980
	Constructed questionnaire which provided a means for teachers to provide important information.	Teachers presently teaching Junior Executive Training or genuinely interested in teaching JET.	August 1980	Teachers teaching Junior Executive Training or genuinely interested in teaching Junior Executive Training	100 percent	August 1980
	Collected questionnaires filled in by interested teachers.	Approximately 50 teachers attended meeting at Vocational Conference in Little Rock.	August 1980	State Staff in Business Education and Project Staff	100 percent	August 1980
	Consulted with State Staff in Business Education in prioritizing a list of 20-25 participants who most nearly met established criteria.	Approximately 35 teachers filled in forms.	August 1980	Teachers teaching Junior Executive Training or genuinely interested in teaching Junior Executive Training	100 percent	August 1980
	Selected 25 participants, with the State Staff in Business Education.	100 percent of Project Staff and State Staff of Business Education participated.	August 1980	Teachers teaching Junior Executive Training or genuinely interested in teaching Junior Executive Training	100 percent	August 1980

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OBJECTIVE 2

EVALUATION SUMMARY CHART

ANTICIPATED ACHIEVEMENT				ACCOMPLISHMENTS		
Performance Objective	Activity	Acceptable Criteria	Date to be Completed	Target Group	Level of Accomplishment	Completion
The Project Staff will determine the topics (content) related to vocational management skills considered to be essential and optional for the secondary schools.	Form filled in by interested teachers. (Listed necessary topics for a JET Guide.)	100 percent of teachers involved	August 1980	JET Teachers	90 percent	August 1980
	Identification process (Held three meetings with Small Business Administration.)	100 percent of staff participated	September 1980	Project Staff	100 percent	September 1980
	Mailed out Questionnaire (List of topics from previous work and SBA.)	90 percent of teachers responded	September 1980	JET Teachers	90 percent	September 1980
	Compiled list of topics selected through learner verification and revision process. (Conducted by participants' students in respective schools.)	75 percent of teachers participated	October 1980	JET Teachers	75 percent	October 1980
	Surveyed vocationally reimbursed teachers, State Staff, and others to ascertain where model schools are located which have demonstrated success in infusing and/or offering separate activities involving managerial skills on the secondary level.	100 percent of teachers and State Staff were involved	October 1980	JET Teachers State Staff	100 percent	October 1980

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OBJECTIVE 3

EVALUATION SUMMARY CHART

ANTICIPATED ACHIEVEMENT				ACCOMPLISHMENTS		
Performance	Activity	Acceptable Criteria	Date to be Completed	Target Group	Level of Accomplishment	Completion
Develop and field test a series of units which will include, but not be limited to, objectives (specific) and activities (students/ teachers) most appropriate for supporting instructional programs including vocational management skills.	Conducted seminar with participants, Project Staff, and State Staff.	90 percent of group participated	October 1980	JET Teachers, Project Staff, State Staff of Business Education	100 percent	October 1980
	Prepared units of instruction which incorporated objectives, activities, and references.	75 percent of group participated	March 1981	JET Teachers and High School Vocational Teachers	100 percent	April 1981
	Selected units of instruction which required additional space for description.	100 percent of staff participated	January 1981	Project Staff and State Staff of Business Education	100 percent	March 1981

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OBJECTIVE 4

EVALUATION SUMMARY CHART

ANTICIPATED ACHIEVEMENT				ACCOMPLISHMENTS		
Performance Objective	Activity	Acceptable Criteria	Date to be Completed	Target Group	Level of Accomplishment	Completion
Produce an instructional manual (curriculum guide) for vocationally reimbursed teachers who will utilize the materials in their programs of instruction	Completed units and field tested in an actual school setting	75 percent of teachers participated	May 1981	Teachers and Students	100 percent	May 1981
	Refined units of study	75 percent of teachers participated	May 1981	Teachers	100 percent	May 1981
	Brought materials to seminar to share with other participants for final revision	75 percent of teachers participated	May 1981	Teachers, Project Staff and State Staff of Business Education	100 percent	May 1981

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OBJECTIVE 5

EVALUATION SUMMARY CHART

ANTICIPATED ACHIEVEMENT				ACCOMPLISHMENTS		
Performance Objective	Activity	Acceptable Criteria	Date to be Completed	Target Group	Level of Accomplishment	Completion
The Project Staff will disseminate the curriculum guide to instructors in Junior Executive Training (JET) and others directly involved in vocational management skills instruction.	Secured actual cost and made final arrangements for publication of the curriculum guide.	100 percent of Project Staff participated	May 1981	Project Staff	100 percent	May 1981
	Produced 200 copies of the curriculum guide and 500 copies of the dissemination guide.	100 percent of Project Staff participated	July 1981	Project Staff	100 percent	July 1981
	Mailed consultant final copy of the curriculum guide for editing.	100 percent of Project Staff participated	May 1981	Project Staff	100 percent	May 1981
	Disseminated information at a summer meeting held in North Little Rock. Teachers, Project Staff, and State Staff shared their experiences with other teachers in the state. Also, the consultant was present.	50 percent of teachers involved in project participated; 100 percent of Project Staff and State Staff participated.	July 1981	Teachers, Project Staff, State Staff Consultant	100 percent	July 1981
	Disseminated the final curriculum guide to appropriate teachers during Annual Vocational Conference in Little Rock.	100 percent of participants received guides.	August 1981	Teachers, Project Staff, State Staff	100 percent	August 1981
	Submitted JET Curriculum Guide to ERIC.	Project Director	August 1981	ERIC	100 percent	August 1981

APPENDICES

Appendix I

Name_____

School Address (include zip)_____

_____

_____

Home Address (include zip) _____

_____

_____

School Telephone_____Home Telephone_____

Please check one of the following:

_____ I am now a teacher of JET.

_____ I would like to have a JET program in our school.

_____ I am genuinely interested in integrating managerial skills in some of my courses.

Appendix 2

Complete and Return at End of Meeting Name _____

IDENTIFICATION OF TOPICS (JET)

Necessary (Order of Importance)

Listed below are the topics that we included in JET last year but they are not necessarily listed in order of importance:

Business Law
Personnel Management
Parliamentary Procedure
Human Relations in Business & Personality Development
Vocational Mathematics for Business
Communications
Office Skills
    Under this comes care of machines, supplies, fixtures, etc.
    Manners and work habits
    Honesty and fairness
    Efficiency and thoroughness in performing each job
    Responsibility

    (These are also incorporated in Human Relations, etc.)

Accounting
Introduction to machine transcription using word processing materials

(Note: This is sample copy of a returned questionnaire by an actual participant.)

Complete and Return at End of Meeting Name_____

IDENTIFICATION OF TOPICS (CONTINUED) -- (JET)

Optional (Order of Importance)

Insurance
Personal Finance
Investments
Government & Business Regulations
Banking Services
Credit Policies & Procedures
Pricing Policies & Procedures
Advertising & Sales Promotion
Taxation

JET

Complete and Return at End of Meeting Name _____

UNIQUE ACTIVITIES (Briefly describe and indicate location, when applicable)--Use back of sheet, if necessary.

Mock Murder Trial
Tour Of City Hall, New Federal Building, Services Center, Etc.
Helping Students develop a professional image through

1. Setting a positive example
2. Establishing a "you can" atmosphere
3. Going the extra mile

Telephone techniques

Suggestions for Fall Meeting:

Date _____

Time _____

Appendix 3

VOCATIONAL EDUCATION
Graduate Education Building
Fayetteville, Arkansas 72701
(501) 575-4758

UNIVERSITY OF ARKANSAS · College of Education

August 29, 1980

Dear Business Education Teacher:

This letter confirms that you have been accepted into our funded program entitled "Managerial Skills in Vocational Education (Curriculum Development Project)." Priority was given to those who are already involved in Junior Executive Training programs throughout the State. Additionally, teachers who indicated an interest in having such a program instituted in their schools were included where feasible. It is especially imperative to the success of the project that all current teachers of JET take an active part in the program.

The overall purpose of the project and related activities were discussed at the summer vocational conference in Little Rock. If you are a JET teacher and missed the session, we plan two meetings (one in the fall and one in the spring) to assist in developing and field testing the curriculum materials followed by a meeting during the summer with a consultant who will assist in finalizing the project.

Our first meeting will be in Central Arkansas (place to be announced) on October 18, 1980. We will plan to hold the meeting on Saturday which will be especially helpful to teachers driving from out of the Central Arkansas area. The meeting will be completed in time for most of you to reach your homes before dark.

Some of you have already returned the materials passed to you at the summer vocational conference. For those of you who have not, we have established a deadline of September 15, 1980, for receipt of the materials. A pre-addressed, stamped envelope is enclosed for returning the materials. The first page should include a listing of topics which you feel are necessary (order of importance) to be included in a JET program on the high school level. The second page should include the topics which you feel should be optional (order of importance). The last page should be used to briefly describe and indicate location of some unique activities you are doing or you have heard some other teachers are doing in the JET program or other business education programs. We hope you will include several items on this page, as these will become very important as we continue in our curriculum development project.

All travel expenses will be reimbursed for your participation in the project. You will be contacted by telephone before the meeting in October in an attempt to assist you in planning the sharing of rides with others in the project within your geographic area.

Thank you for participating in a professional activity which should have long-range impact on the business education programs in Arkansas. Please do not hesitate to contact me if there are any questions concerning the project.

Sincerely,

Dean Clayton, Project Director

DC:sm
Enclosure

Appendix 4

NECESSARY - ALL TEACHERS

IDENTIFICATION OF TOPICS (JET)

Office Skill (2)
- A. Care of Machines (2)
- B. Manners and Habits (2)
- C. Honesty and Fairness (1)
- D. Efficiency (1)
- E. Responsibility (1)

Electronic Calculators ((6)

Electronic Typewriter (2)

Typewriting (3)

Ten-Key (2)

Fluid Duplicating (4)

Programmable Calculator (3)

Basic Office Machines (2)

Effective Dictation (3)

Communication Skills (10)
(Listening, Introductions)

Business English (2)

Grammar and Punctuation (2)

Report Writing (1)

Letter Writing (2)

Spelling (1)

Speech Making (3)

Telephone Usage (3)

Good Penmanship (2)

Business Vocabulary (1)

Human Relations in Business (9)

Personal Development (2)

Goal Setting (2)

Personality Development (1)

Business Etiquette (2)

Life Plan (1)

Work Ethics (2)

Employee-Employer Relationships (2)

Creative Thinking (2)

Human Behavior (1)

Human Relations (9)

Motivational Training (1)
- A. Earl Nightingale
- B. "I Can" Course

Personnel Management (1)

Business Law (7)

Parliamentary Procedure (5)

Vocational Business Math (2)

Accounting (4)

Data Processing (9)

Marketing (4)

Insurance (3)

Understanding Taxes (1)

Investments (3)

Payroll (2)

Filing (2)

Speed Writing (1)

Women in Management (1)

Statistical Data (1)

Banking and Financial Planning (3)

General Business and Management (1)

Business Organization and Management (1)

Executive Application (1)

Business Ownership and Organization (2)

Basic Economic Principles (3)

Management and Leadership (1)

OJT's (1)

Entrepreneurship (3)

Labor Relations (2)

Finance (2)

Business and Its Environment (1)

Business Ownership (2)

Financial Records Management (1)

Study in Career Field (4)

Finding a Job (5)

Job Interview (5)

Business Games (2)

Work Flow Simulation (3)

Decision-Making Skills (3)

Planning and Organizing (1)

Legal Requirements of Work (2)

Stock Market (3)

Microcomputer (2)

Word Processing (2)

Salesmanship (1)

Self-Confidence (2)

Appendix 5

OPTIONAL - ALL TEACHERS

IDENTIFICATION OF TOPICS (JET)

Data Processing (7)

Advertising and Sales (4)

Marketing (5)

Business Law Principles (5)

Business Taxes (2)

The Government's Role in Free Enterprise (1)

Different types of Businessess (Retail, Service Oriented, etc.) (1)

Insurance (6)

Personal Finance (1)

Investments (5)

Government and Business Regulations (1)

Banking Services (2)

Credit Policies and Procedures (3)

Pricing Policies and Procedures (1)

Taxation (2)

How to Get the Job (4)

Employer, Employee, and Peer Relations (1)

Basic Business Machine Skills (6)

Filing (2)

Telephone Techniques (3)

How to Say No (1)

Business Etiquette (3)

Penmanship (2)

Sex Equity (1)

Financial Needs of Employees (1)

Grammar (1)

Records Control (1)

Mailing Procedures (1)

Leadership Training (1)
- A. Future Business Leaders of America
- B. Memory Training
- C. Public Speaking
- D. Parliamentary Procedure

Accounting (1)

Money Management or Financial Practice Set (1)

Simulation (2)

"I Can" Program (1)

On-the-Job Training (1)

Leadership Skills (1)

Machine Transcription (2)

Personal Development (2)

Office Organization and Management Skills (1)

Business Communications (2)

Business English (1)

Business Math (1)

Parliamentary Procedure (5)

Business Financing (1)

Administrative Management (1)

Public Speaking (1)

Time Management (1)

Business Reports (1)

Life Plan (1)

Notehand (1)

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Banking (3)

Money Management (2)

Business Management (1)

Payroll (1)

Job Interview (1)

Job Resume (1)

Job Application (1)

Public Relations (1)

Practical Skills (1)

Salesmanship (1)

Parliamentary Procedure (2)

Computerized Business Games (1)

Labor Relations (1)

Characteristics of Business (1)

Filing Procedures (1)

Appendix 6

OPINIONNAIRE

NAME OF BUSINESS_____

NAME OF INTERVIEWEE_____

DATE INTERVIEWED_____

1. The following topics/subtopics have been identified for inclusion in a high school class in Small Business Ownership/Management. Please strike through the topics/subtopics that you, as a small business owner/manager, think are not essential for students to explore in this type of class.

   In the blanks provided, add any other topics/subtopics that you think should be included:

   I. Business Ownership

      A. Terminology
      B. Small Business and the American Economy
      C. The Entrepreneur
      D. Types of Business Ownership
      E. Advantages of Small Business Ownership
      F. Risks of Small Business Ownership
      G. Planning and Goal Setting of Small Business
      H.
      I.

   II. Leadership Development and Human Relations

      A. Development of a Positive Self-Image
      B. Executive Attire
      C. Positive/Negative Attitudinal Traits
      D. Goal Setting
      E. Management by Objectives
      F. Time Management
      G. Decision-Making Skills
      H. Solving People Problems
      I. Leadership Opportunities in FBLA
      J. Parliamentary Procedure
      K.
      L.

   III. Microcomputer/Data Processing

      A. Data Processing and Computer Concepts
      B. Operations of Microcomputers
         1. History, Principles, and Operations
         2. Hardwares
         3. Softwares
      C. Business Applications
      D. Social Implications and Future Inputs
      E.
      F.

IV. Financial Management

A. Short-Term/Long-Term Financing
B. Single Entry/Double Entry Accounting Systems
C. Leasing vs. Buying Assets
D. Forecasting and Budgeting
E. Purchasing and Inventory Control
F. Credit Policies and Procedures
G. Banking Services
H. Analysis of Cash Flow Statements
I. Analysis of Income Statements
J. Analysis of Statement of Financial Condition
K.
L.

V. Personnel Management

A. Interview Techniques
B. Resume Evaluation
C. Fair Employment Practices
D. Selection, Training, and Promotion of Employees
E. Incentives to Increase Productivity
F. Development of Company Pride and Employee Loyalty
G. Labor/Management Relations
H. Evaluation and Termination of Employees
I.
J.

VI. Business Communications

A. Oral Communications
B. Written Communications
C. Telephone Techniques
D. Art of Dictation
E. Penmanship
F.
G.

VII. Business Taxes and Governmental Regulations

A. Payroll Taxes Paid by Employer for Employees
B. Payroll Taxes Withheld from Employee's Salaries
C. Excise Taxes
D. Business Income Tax Forms for the Self-Employed Person
E. Anti-Trust Governmental Regulations
F. Environmental Regulations
G. Consumer Protection Legislation
H.
I.

VIII. Marketing and Advertising

A. Selling the Product or Service
B. Pricing Policies and Procedure
C. Marketing Research
D. Salesmanship
E. Advertising and Sales Promotion
F.
G.

IX. Business Law

A. Negotiable Instruments
B. Contracts
C. Consumer Protection Laws
D. Property Law
E. Insolvency and Bankruptcy
F.
G.

X. Protecting Assets

A. Common Business Risks
B. Liability Insurance
C. Property Insurance
D. Credit and Title Insurance
E. Life Insurance (Key-Person Insurance)
F. Self-Insurance
G. Underinsured or Overinsured
H.
I.

XI. Personal Finance

A. Personal Financial Planning
B. Consumer Buying
C. Consumer Borrowing
D. Personal Savings and Investments
E. Personal Insurance Coverage
F. Individual Income Taxes
G.
H.

XII. Career Opportunities

A. Opportunities at Different Levels of Management, Supervisory, Middle-Management, and Executive
B. Careers in Service-Oriented Enterprise
C. Careers in Merchandising-Oriented Enterprise
D. Careers in Manufacturing-Oriented Enterprise
E.
F.

XIII. Other

A.
B.
C.
D.
E.
F.

2. What type of supervisory or management positions, if any, does your firm have for students graduating from the following:

High School_____

_____

One-Year Vocational Technical School_____

_____

Junior/Community Colleges_____

_____

Four-Year College or University_____

_____

THANK YOU VERY MUCH FOR ASSISTING US IN DEVELOPING THE CONTENT FOR THIS CURRICULUM.

Appendix 7

REMARKS FROM SMALL BUSINESS OWNERS

I. Business Ownership

Personal Relationship
Franchise Ownership
Franchise Regulations in general
Incorporation Rulings
Fluxuation of American Dollar value and its effect on Business Operation
Tax Planning and Recordkeeping
Impact of Profit on containing economical development
Small Business and Banking
Federal Regulations and Laws for Small Business
Sources of Capital
Services available from Small Business Administration
Types of Small Business Ownership--advantages and disadvantages of each
Employee basic skills in Business Management
Business Owner and Business Law
Obsecure Costs
Unemployment Insurance
Workmen's Compensation Insurance
FICA
Regulations - Environmental
Employees Retirement Security Act
Financing of Small Business
Production Methods
Production Evaluatio
Efficiency Studies
Cost (Not Usually Considered)
Insurance
Unemployment
Role of Small Business in Community
Merchandising - Acquisitions
Stressing hidden costs and overhead expenses
Franchise agreements and Franchise Stores with national chains
U. S. Governmnet and Small Business

II. Leadership Development and Human Relations

Partner Relationships
Principles of Management
"I Can" Course
Community Involvement Awareness
Necessity of being a good listener
Effective Speaking
Communication with the Employees
Public Speaking
Leadership
Image - Your Business can strive or fail by the image you have and how the people come in contact with you
Grooming - All Employees

III. Microcomputer/Data Processing

Practical application to Small Business
Electronic Future (Broadcasting)
Programming Tapes
Advantages and Limitations on Computer Use
Basics in Programming and Operations of Micro Operation
Range of Various Reports or Output from Computer
Development of recent Technology in Computers
Costs as related to other methods
Problems with Computer (Impersonal errors hard to correct.)
Systems Analysis and Design
Programming Skills
Criteria for Purchasing such Equipment
Space Allocation
Percent Movement to Percent Profit
Inventory Control
Business to Vendor Communication pertaining to Orders Placed
Used as a Tool to Keep Historical Records
Using Calculators, Typewriters, Cash Registers, Check Printers
TV Cable

IV. Financial Management

Investments
General Bookkeeping
Managing for Profit
Percentage of Expenditures
Check Cashing Procedures
Credit Accounting Management
Finance Procedures during various Economic Climates (Important during Recission)
Audit Concept
Cash Control on Premises
Cash Flow Protection
Unit on Banking
Shipping and Receiving
Management of Actual Cash in Bank and Savings for Maximum Income from Interest to avoid Overdrafts
Inventory Control and Turnover
Contract Law
Unit Cost Accounting
Trial Balance
Diversified Investment Opportunity
Effects of Inflation on Business
Effects of High Interest Rates
Capital Investment
Importance of Good Record Systems
Figuring Payroll
Calculating Money
Interest Rate on Borrowing
Depreciation and its effect on Cash
Life Inventory
Good Accountant
Social Security and all Withholding
Extreme Importance in Balancing Books
Use CPA for preparing Statements
Discuss how to make the Salesman make a Sale look Easy
Order Supplies in Bulk

V. Personnel Management

Employees Relationships with other Employees
Employee Recruitment
Additional Training
OSHA Regulations (4)
Workman Compensation and Labor Laws
Importance of Learning to Listen
Maintaining Positive Attitudes (In community between workers--toward family and friends.)
Job Description
Methods of Sales Compensation of Sales Personnel
Labor Laws
Sociology
Psychology
Stress Management
Evaluation
Charges of Services
Providing Company Benefits
Wage-Salary
Importance of Good Policies and Procedures
Socio-Economics
Make up of a Work Force
Counseling
Development Proper Attitude

VI. Business Communication

New Commercial Communication Devices
Internal Communications
Business Letter Techniques
Spelling and Reading Instructions
Listen as well as Talk--The Art of Listening (2)
Postal Regulations and Classification
Spelling
Slide Tape Presentation
Role Play - Business Conference
Joining Business Related Club and Discussing Ideas Internally as well as Externally
Business Magazines--Letters--Publications
Non-Verbal Communication

VII. Business Taxes and Governmental Regulations

Separating of Personal and Corporate Income Relations
Use of CPA Accountants
OSHA Regulations (4)
Sales Tax
Income Tax-Corporate
Sales Tax
Property Taxes
State and Local Sales Taxes
Property Tax
Occupation Tax and State License Tax
State County and City Taxes and License
Minimum Wage Laws--State Federal, Men, and Women
Wage Permits for STudents
IRS Payroll Forms Relating to Business
Partnership
Personal Income Taxes
Retirement Plan for Owners and Key Employees
Fuel Taxes
Position Effects of Investing to help Control the Company's Tax Load
New Sexual Harrassment Laws
Minimum Wage Requirement
Wage and Hour Regulations

VIII. Marketing and Advertising

Different Medias
Legitimate Advertising Practices
General Medias
Customer Satisfaction
Product Liability
Filling Orders
Merchandising
Methods of Sales Compensation of Sales Personnel
Telephone
Legal Limitation in Advertising and Marketing
Displays
Learn to Evaluate Advertising
Buying Knowledge and Procedures
Integrity and Pride
Product Knowledge
Local Regulations and Tax Assessments
Identtify Trade Territory
Customer Follow-up for Future Sales
Comparing You and Your Competition

IX. Business Law

Small Claims
Returned Checks
Need for Legal Counsel
Lease Agreements and Deads
Retirement Programs
Labor Laws
Legal Options Available for Collections
Uniform Commercial Code
Various Legal Services Available
Need for Liability Insurance and Malpractice
Workman Compensation Laws and Insurance
Constant Knowledge of the Laws
Federal and State Laws and how they apply to Employer-Employees Relationship
Wills and Inheritance Taxes
Small Claims Court
Uniform Commercial Code
Consult and Attorney
Criminal Law
Collection Laws
Lien Laws
Small Claims Court

X. Protecting Assets

Investment (How to Secure)
80 percent - 90 percent (Co-insurance
Internal Control
Workmen's Compensation
State Laws for Workman's Compensation
Employee Surety Bonds - Employee Theft Inc.
Malpractice Insurance
Workman's Compensation Insurance
Good Understanding of Co-Insurance
Consult your Insurance Agencey
Excess Liability Coverage
Special Risk Insurance
Compare Policies to be sure all areas are covered
Incorporating
Shrinkage Incentive Plan for Employees to Encourage Protection of Goods for Sale

XI. Personal Finance

Personal Estate Planning
Cash Buying vs. Credit Buying--Advantages and Disadvantages
Energy Conservation Practices
Policy and Goals
Wills and Estate Planning
Planning for Future
How to Deal with Inflation
Interest Rate Variation

XII. Career Opportunities

Services to Large Corporations
Careers in Skilled Crafts
Sales--Positive and Negative
Careers in all segments of Electronic Data Processing
Careers in Office Oriented Enterprise

XIII. Other

Inflation - Wht you can do to Hedge your Business against this Peril
Art of Streamlining your Labor Needs
Protect Yourself against the Rising Minimum rate and Cost of Operating a Small Business
Basic Course in Economics
How Economy Works and how Market Place is suppose to function
Customer Relationship Dealing with Problems Dealing with Dissatisfied People
Risk Management and Insurance
Dealing with Risk
Reducing Risk
Assuming Risk through Self Insurance
Types of Insurance Companies
Mutual Company
Stock Company
Types of Insurance - Property and Casualty - Life
Production Management
When to Get Help
Setting of Priorities
How to Supervise and Communicate
Location of Business and how it affects your Success
Whether to Rent or Own your Building and Fixtures
Importance of and Availability of Specialized Consultants
Be very careful on Buying Dated Merchandise
Purchasing
Discounting Invoices for early Payment

Appendix 8

PARTICIPANTS

Joyce Arick	Little Rock Central
Lloyd Beasley	Cabot High
Kay Binns	Des Arc High
Diane Carothers	Lake Village Lakeside High
Janet Carpenter	Ozark High
Madelene Clark	Jonesboro High
Carolyn Cullum	Jacksonville High
Sara Estes	Bryant High
Terry Finney	McClellan High
Betty Floyd	North Little Rock Ole Main
Julia Garison	Watson Chapel High
Jane Gillis	Sheridan High
Joyce Harms	Little Rock Hall
Billie Haynes	Waldron High
Sue Lefler	Clinton High
Helen Leigh	Department of Education
Terry MacQueen	Texarkana Arkansas High
Nadine Marcum	Little Rock School District
Therese McCulley	Sylvan Hills High
Vivian Powell	Hope High
Sally Jo Reed	Humnoke High
Margaret Rice	Crossett High
Eloise Rose	Hot Springs High
Janis Smith	Waldron High
Betty Stevens	Conway High
Ann Taff	Alma High
Claudia Watson	Little Rock Parkview
Grant Williams	Harrison High
Leydel Willis	Watson Chapel High
Tom Woodruff	Rogers High

Dr. Dean Clayton Co-Director University of Arkansas	Mrs. Phyllis Smith Project Associate University of Arkansas
Mrs. Tommie Butler State Supervisor Department of Education	Dr. Ok Park Co-Director University of Arkansas
Miss Jean McEntire Area Supervisor Department of Education	Mrs. Marsha Brown Area Supervisor Department of Education

MANAGERIAL SKILLS

IN

VOCATIONAL EDUCATION

CURRICULUM GUIDE MEETING

RAMADA INN

JACKSONVILLE, ARKANSAS

OCTOBER 18, 1980

PROGRAM

MORNING SESSION

9:00 - 9:30

Overview of Project . . . . . Dr. Dean Clayton
Co-Director

9:30 - 10:30

"What is the ALL-American DREAM?" . . . Dr. Ok Park
Co-Director

Panel: Mrs. Tommie Butler, State Supervisor
Miss Jean McEntire, Area Supervisor
Mrs. Sue Lefler, JET Teacher

10:30 - 10:45

Coffe - Coke Break -- Registration

10:45 - 11:45

"What Units Should be Taught in JET?". .Mrs. Tommie Butler

11:45 - 1:00

LUNCHEON - BUFFET STYLE

PROGRAM

AFTERNOON SESSION

1:00 - 1:20

"What is a Model Unit?" . . . . . Mrs. Phyllis Smith
Project Associate

1:20 - 1:45

"How Do You Teach Self-Esteem?" . . . . Miss Jean McEntire

Film: Johnny Lingo

1:45 - 2:15

"What Resource Materials are Available
for Management Training?" . . . . . Mrs. Phyllis Smith

2:15 - 2:30

Coffee - Coke

2:30 - 3:00

"How Should An Interview Be Conducted
With a Business Person?" . . . . . Dr. Dean Clayton

Travel Forms

Appendix 9

VOCATIONAL EDUCATION
Graduate Education Building
Fayetteville, Arkansas 72701
(501) 575-4758

UNIVERSITY OF ARKANSAS · College of Education

TO: Business Education Teachers

FROM: Phyllis Smith, Project Associate

SUBJECT: JUNIOR EXECUTIVE CURRICULUM DEVELOPMENT PROJECT

DATE: October 6, 1980

It was great to talk with most of you on the telephone recently. I am delighted that you are going to participate in the development of the Curriculum Guide for Junior Executive Training.

Our first meeting will be held at Jacksonville at the Ramada Inn, Napoleon Room, on Saturday, October 13, 1980. The meeting will start at 9 a.m. and will end at 3 p.m. The expenses of the meeting are as follows:

Rooms	$25.75 - 1 room, 2 beds 19.57 - 1 room, 1 bed (Including Tax)
Registration Fee	5.00
Luncheon	3.83 - (Including Tax and Gratuity)

These expenses are reimbursable.

As I mentioned in our telephone conversation, we would like for all of you to bring three resource items for show and tell. These should be items that you believe would enhance your instructional strategies for a JET class. (Booklets, tapes, records, slides, filmstrips, games, etc.) Type a brief description of each resource item, where it can be obtained, and how it can be used in the classroom. Bring 35 copies to the meeting. Be prepared to tell about your favorite item in one minute.

Also, all teachers of JET should bring 35 copies of a list of all materials that they use to teach JET.

I am enclosing a rooming list and a car pool list. If for some reason you will not be able to attend, please let me know immediately, so I can cancel your room and luncheon reservations.

If you have any additional questions or comments, please do not hesitate to call or write me. My home address is 3304 Hazy Ridge Court, Little Rock, AR 72207. My home telephone is 225-9040 and my school telephone is 569-3350.

I will look forward to seeing YOU October 13.

Enclosures

The University of Arkansas is an Equal Opportunity Employer

Pages 53-54, Rooming List and Car Pool List, were removed for reasons of confidentiality.

Appendix 10

State of Arkansas
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION
ARCH FORD EDUCATION BUILDING LITTLE ROCK, ARKANSAS 72201

STATE BOARD FOR VOCATIONAL EDUCATION

WAYNE HARTSFIELD, Searcy, Chairman
MRS. JAMES W. CHESNUTT, Hot Springs, Vice Chairman
T. C. COGBILL, JR., Star City
JIM DuPREE, Weldon
HARRY A. HAINES, Blytheville
DR. HARRY P. McDONALD, Fort Smith
ROBERT L. NEWTON, Warren
MRS. ALICE L. PRESTON, Murfreesboro
WALTER TURNBOW, Springdale

DON R. ROBERTS
Director

7 October 1980

TO: Reimbursed Junior Executive Training Teachers and other Teachers Interested in Obtaining a Program

FROM: Tommie Butler, State Supervisor
Business Education

JET CURRICULUM GUIDE COMMITTEE MEETING - October 18

We appreciate very much the wonderful response we have had from our JET teachers and others who are interested in developing a JET program in their schools.

You are going to take a great deal of pride in the final product of our efforts. Many inquiries have come from other states and even one from Canada requesting more information about JET and our curriculum for the program.

An exciting new development has occurred since we last discussed our units for JET. As Phyllis Smith and I visited with businessmen and representatives from small businesses, it became apparent that the need to provide training in entrepreneurship and small business management is receiving not only statewide but also national attention. These are some of the ideas that we want to share with you on October 18. What a marvelous new dimension this could add to our JET program.

We respectfully request that all reimbursed JET teachers attend this very important meeting. It is imperative that we receive your input at this time. We also extend a warm welcome to the teachers who do not yet have a JET program; we seek your guidance and ideas as well.

We look forward to working with you. Phyllis Smith has gone to a great deal of effort and planning in making this meeting worthwhile for you.

TB:ba

"AN EQUAL OPPORTUNITY EMPLOYER"

Appendix 11

VOCATIONAL EDUCATION
Graduate Education Building
Fayetteville, Arkansas 72701
(501) 575-4758

UNIVERSITY OF ARKANSAS · College of Education

October 25, 1980

Ladies and Gentlemen:

Recently we were granted approval by the State of Arkansas to develop a Curriculum Guide in Managerial Skills in Vocational Education. This Curriculum Guide will be used by students enrolled in Junior Executive Training in the Business Education Department. The students are high school seniors.

As this is a unique project and it has not been done by other states, we would like to include all of the very best resources. Would you send 40 copies of any free materials that you might have available. Also, if you have any inexpensive materials, would you please send the price list. We need 40 copies of each, as we have 40 business teachers in Arkansas working on this project.

Any materials or information you might have available would be greatly appreciated. Would you please send this material to my home address, as I am located at the Little Rock Center. Thank you.

Sincerely,

Mrs. Phyllis Smith
Research Associate

Home Address:

3304 Hazy Ridge Court
Little Rock, AR 72207

The University of Arkansas is an Equal Opportunity Employer

Appendix 12

OWN YOUR OWN BUSINESS
--AN AMERICAN DREAM

PART A. THE ENTREPRENEUR AND THE SMALL BUSINESS

1. The Nature of Small Business
   a. Small Business in the American Economy
   b. Advantages of Owning Your Own Business
   c. Disadvantages of Owning Your Own Business
   d. The Danger of Small Business Failure

2. Characteristics of the Entrepreneur
   a. General Characteristics
   b. Self-Analysis

PART B. THE ENTREPRENEUR PREPARES TO BE A LEADER

1. Leadership Development
   a. Development of a Positive Self-Image
   b. Executive Attire
   c. Goal Setting
   d. Management by Objectives
   e. Time Management
   f. Decision-Making Skills
   g. Leadership in Conducting Meetings
   h. Leadership Opportunities in Student Organizations

2. Human Relations
   a. Positive/Negative Attitudinal Traits
   b. Employee/Employer Working Relationships
   c. Co-Worker Relationships

3. Communications
   a. Talking/Listening Skills
   b. Writing Skills
   c. Dictating Skills
   d. Telecommunicating Skills

PART C. THE ENTREPRENEUR AND THE COMPUTER

1. Computers for the Small Business
   a. What a Computer Can Do for Your Business
   b. Determining Computer Needs for Your Business
   c. Service Bureaus
   d. Time-Sharing
   e. Owning Your Own Computer

2. Microcomputers
   a. Operations of the Microcomputer
   b. Hardware/Software
   c. Business Applications

PART D. THE ENTREPRENEUR ESTABLISHES A BUSINESS

1. Developing a Business Plan
   a. Determining Type of Service or Product
   b. Surveying the Market
   c. Determining Location
   d. Developing a Financial Preview of the Business
   e. Selection of Physical Facilities and Equipment Needs

2. Determining the Legal Form of Ownership
   a. Sole Proprietorship
   b. Partnership
   c. Corporation
   d. Franchise

3. Legal Issues and the Small Business
   a. Contracts
   b. Negotiable Instruments
   c. Consumer Protection Laws
   d. Property Laws
   e. Insolvency and Bankruptcy
   f. Trademarks, Patents, Copyright Protection

4. Obtaining Initial Capital and Credit
   a. Determining Financial Needs of the Firm
   b. Sources of Funding
   c. Materials Needed for Application
   d. Establishing a Line of Credit

5. Protecting Assets
   a. Common Business Risks
   b. Shoplifting, Burglary, Robbery
   c. Property and Liability Insurance
   d. Credit and Title Insurance
   e. Life Insurance (Key-Person Insurance)
   f. Self-Insurance

PART E. THE ENTREPRENEUR MANAGES A BUSINESS

1. Personnel Management
   a. Interview Techniques
   b. Resume Evaluation
   c. Fair Employment Practices
   d. Training and Promotion of Employees
   e. Incentives to Increase Productivity
   f. Employee Fringe Benefits
   g. Development of Company Pride and Employee Loyalty
   h. Labor/Management Relations
   i. Evaluation and Termination of Employees

2. Financial Management
   a. Single Entry/Double Entry Accounting Systems
   b. Forecasting and Budgeting
   c. Analysis of Cash Flow Charts
   d. Analysis of Income Statements
   e. Analysis of Statement of Financial Condition
   f. Purchasing and Inventory Control

3. Marketing Management
   a. Pricing Policies and Procedures
   b. Marketing and the Delivery System
   c. Advertising and Media
   d. Salesmanship
   e. Direct/Indirect Sales Promotion
   f. Marketing Research

4. Business Taxes and Governmental Regulations
   a. Payroll Taxes Paid by Employer for Employee
   b. Payroll Taxes Withheld from Employees' Salaries
   c. Excise Taxes
   d. Business Income Tax for the Self-Employed Person
   e. Anti-Trust Governmental Regulations
   f. Environmental Regulations

PART F. THE ENTREPRENEUR'S OPTIONS

1. Community Relations
   a. Relating to Company Image
   b. Relating to Community Needs
   c. Developing and Implementing a Public Relations Program

2. Personal Finance
   a. Personal Financial Planning
   b. Consumer Buying
   c. Consumer Borrowing
   d. Personal Savings and Investments
   e. Personal Insurance Coverage
   f. Individual Income Taxes

3. Career Opportunities
   a. Opportunities at Different Levels of Management
   b. Careers in Service-Oriented Enterprise
   c. Careers in Merchandising-Oriented Enterprise
   d. Careers in Manufacturing-Oriented Enterprise

Appendix 13

TEACHER EVALUATION FORM

Instructions: Please complete the following items. Place a check mark in the space to the left of the statement with which you most agree. Give reason's for your choice on the lines provided.

1. How would you judge the amount of material covered in this unit.
   _____A. We had much too much material covered.
   _____B. We had somewhat more material to cover than we had time for.
   _____C. The amount of material covered was about right.
   _____D. We had somewhat less material to cover than we could have covered.
   _____E. We had too little material to cover; there was time for more.

   _____
   _____
   _____

2. How well did you like this unit?
   _____A. I liked it very much.
   _____B. I liked it somewhat.
   _____C. I neither liked nor disliked it.
   _____D. I disliked it somewhat.
   _____E. I disliked it a lot.

   _____
   _____
   _____

3. How hard did you find this unit?
   _____A. It was the hardest.
   _____B. It was one of the harder ones.
   _____C. It was about average in difficulty.
   _____D. It was one of the easier ones.
   _____E. It was the easiest.

   _____
   _____
   _____

YOUR NAME _____ SCHOOL _____

NAME OF UNIT _____

DATE THIS FORM IS COMPLETED _____

STUDENT EVALUATION FORM

Instructions: Please complete the following items. Place a check mark in the space to the left of the statement with which you most agree. Give reason's for your choice on the lines provided.

1. How would you judge the amount of material covered in this unit.
   _____A. We had much too much material for us to cover in the time available.
   _____B. We had somewhat more material to cover than we had time for.
   _____C. The amount of material covered was about right.
   _____D. We had somewhat less material to cover than we could have covered.
   _____E. We had too little material to cover; there was time for more.

   _____
   _____
   _____

2. How well did you like this unit?
   _____A. I liked it very much.
   _____B. I liked it somewhat.
   _____C. I neither liked nor disliked it.
   _____D. I disliked it somewhat.
   _____E. I disliked it a lot.

   _____
   _____
   _____

3. How hard did you find this unit?
   _____A. It was the hardest.
   _____B. It was one of the harder ones.
   _____C. It was about average in difficulty.
   _____D. It was one of the easier ones.
   _____E. It was the easiest.

   _____
   _____
   _____

NAME OF SCHOOL _____

NAME OF UNIT _____

DATE THIS FORM IS COMPLETED _____

Appendix 14

VOCATIONAL EDUCATION
Graduate Education Building
Fayetteville, Arkansas 72701
(501) 575-4758

UNIVERSITY OF ARKANSAS · College of Education

TO: Business Education Teachers

FROM: Phyllis Smith, Project Associate PS

SUBJECT: JUNIOR EXECUTIVE CURRICULUM DEVELOPMENT PROJECT

DATE: April 20, 1981

We have been receiving some excellent units. Thank you very much for all of your hard work. If you have not sent your units, it is still not too late. We need your input very much. Just send me the units immediately so that I can make copies for our May 1-2 meeting in Jacksonville.

I hope you have made your plans to be in Jacksonville on May 1-2. We will meet on Friday night at 6:30 p.m. for a dinner meeting. The dinner will be held in the Versailles Room at the Ramada Inn. On Saturday morning we will meet from 8:30 a.m. until 12 noon to critique the units that we have written. The expenses of the meeting are as follows:

Rooms	$25.75 - 1 room, 2 beds 20.60 - 1 room, 1 bed (Including Tax)
Registration Fee	5.00
Dinner	7.25 -(Including Tax and Gratuity)

These expenses are reimbursable.

As we are going to try to put our units in final order for printing, we want information and ideas from everybody. Therefore, each person will have an opportunity to see the units and make suggestions or additions to the units. If you have been using materials this year that you think should be included in the guide, please bring a list of these materials. Also, if you have been using items that you believe should be seen by the group, please bring so you can share this information with the JET group.

I am enclosing a rooming list and a car pool list. If for some reason you will not be able to attend, please let me know immediately, so I can cancel your room and dinner reservation. Remember, expenses for food and room are reimbursable.

If you have any additional questions or comments, please do not hesitate to call or write me. My home address is 3304 Hazy Ridge Court, Little Rock, AR 72207. My home telephone is 225-9040, and my school telephone is 569-3350. (A good time to call is 9:30 p.m. or after at night.)

I will look forward to seeing YOU May 1-2 in Jacksonville.

The University of Arkansas is an Equal Opportunity Employer

CAR POOL LIST

PARTICIPANT	SCHOOL	SCHOOL PHONE	HOME PHONE
Driver - Margaret Rice	Crossett High	364-2625	364-3856
Leydel Willis	Watson Chapel High	879-323C	534-8804
Driver - Nadine Marcum	Little Rock Schools	374-3361	666-8725
Helen Leigh	Department of Education	371-2263	666-8350
Claudia Watson	Little Rock Parkview High	225-6440	227-7421
Driver - Sara Estes	Bryant High	847-3522	794-2015
Driver - Tom Woodruff	Rogers High	636-3842	636-0099
Ann Taff	Alma High	632-2162	632-4920
Janet Carpenter	Ozark High	667-4116	667-4211
Driver - Janis Smith	Waldron High	637-4405	637-3301
Driver - Grant Williams	Harrison High	741-8223	743-1176
Tommy Flud	Mt. Judea High	434-5362	434-5976
Driver - Sue Lefler	Clinton High	745-2535	745-4716
Driver - Diane Carothers	Lake Village Lakeside High	265-2284	265-5603
Driver - Marvine Wooten	Jonesboro High	935-2381	
Driver - Kay Binns	Des Arc High	256-4321	268-8376
Driver - Betty Stevens	Conway High	327-2530	329-8567
Driver - Jane Gillis	Sheridan High	942-3421	942-3573
Driver - Linda Wright	Hatfield High	389-6164	389-6456
Driver - Pat Osbron	Mountain Home High	425-1215	445-4576
Driver - Carolyn Cullum	Jacksonville High	982-2128	982-1854

The driver should contact the other riders and arrangements should be made to meet at a designated place.

PLEASE RETURN THE FOLLOWING FORM IMMEDIATELY. THANK YOU.

_____I will attend the dinner meeting on Friday, May 1, 1981, in Jacksonville.

_____I will attend the Saturday meeting on May 2, 1981, in Jacksonville.

_____I will spend the night at the Ramada Inn in Jacksonville; therefore, I will need a room reservation.

_____I will not need a room reservation at the Ramada Inn in Jacksonville.

_____I will not be able to attend the meeting on May 1-2 in Jacksonville.

SEND TO:

Mrs. Phyllis Smith
3304 Hazy Ridge Court
Little Rock, AR 72207

Appendix 15

PARTICIPANTS

Kay Binns	Des Arc High
Diane Carothers	Lake Village Lakeside High
Janet Carpenter	Ozark High
Carolyn Cullum	Jacksonville High
Sara Estes	Bryant High
Tommy Flud	Mt. Judea High
Jane Gillis	Sheridan High
Jim Grady	Jacksonville High
Sue Lefler	Clinton High
Helen Leigh	Department of Education
Nadine Marcum	Little Rock School District
Pat Osbron	Mountain Home High
Margaret Rice	Crossett High
Janis Smith	Waldron High
Betty Stevens	Conway High
Ann Taff	Alma High
Claudia Watson	Little Rock Parkview
Grant Williams	Harrison High
Leydel Willis	Watson Chapel High
Tom Woodruff	Rogers High
Marvine Wooten	Jonesboro High
Linda Wright	Hatfield High
Dr. Dean Clayton Co-Director University of Arkansas	Dr. Ok Park Co-Director University of Arkansas
Mrs. Tommie Butler State Supervisor Department of Education	Mrs. Phyllis Smith Project Associate University of Arkansas
Ms. Jean McEntire Area Supervisor Department of Education	Ms. Marsha Brown Area Supervisor Department of Education

MANAGERIAL SKILLS

IN

VOCATIONAL EDUCATION

CURRICULUM GUIDE MEETING

RAMADA INN

JACKSONVILLE, ARKANSAS

MAY 1-2, 1981

PROGRAM

EVENING SESSION

6:30 - 7:30

Invocation.....Dr. Dean Clayton

Dinner

7:30 - 7:45

Overview of Program.....Staff

Distribution of Materials.....Staff

7:45 - 8:00

Break

8:00 - 8:40

Group A.....Marsha Brown
Group B.....Tommie Butler
Group C.....Dr. Dean Clayton
Group D.....Jean McEntire
Group E.....Dr. Ok Park
Group F.....Phyllis Smith

8:40 - 9:20

Group B.....Marsha Brown
Group C.....Tommie Butler
Group D.....Dr. Dean Clayton
Group E.....Jean McEntire
Group F.....Dr. Ok Park
Group A.....Phyllis Smith

Travel Forms

PROGRAM

MORNING SESSION

8:30 - 9:10

Group C.....Marsha Brown
Group D.....Tommie Butler
Group E.....Dr. Dean Clayton
Group F.....Jean McEntire
Group A.....Dr. Ok Park
Group B.....Phyllis Smith

9:10 - 9:50

Group D.....Marsha Brown
Group E.....Tommie Butler
Group F.....Dr. Dean Clayton
Group A.....Jean McEntire
Group B.....Dr. Ok Park
Group C.....Phyllis Smith

9:50 - 10:10

Break

10:10 - 10:50

Group E.....Marsha Brown
Group F.....Tommie Butler
Group A.....Dr. Dean Clayton
Group B.....Jean McEntire
Group C.....Dr. Ok Park
Group D.....Phyllis Smith

10:50 - 11:30

Group F.....Marsha Brown
Group A.....Tommie Butler
Group B.....Dr. Dean Clayton
Group C.....Jean McEntire
Group D.....Dr. Ok Park
Group E.....Phyllis Smith

Appendix 16

OWN YOUR OWN BUSINESS
--AN AMERICAN DREAM

PART A. THE ENTREPRENEUR AND THE SMALL BUSINESS

1. The Nature of Small Business
   a. Small Business in the American Economy
   b. Advantages of Owning Your Own Business
   c. Disadvantages of Owning Your Own Business
   d. The Danger of Small Business Failure

2. Characteristics of the Entrepreneur
   a. General Characteristics
   b. Self-Analysis

PART B. THE ENTREPRENEUR PREPARES TO BE A LEADER

1. Leadership Development
   a. Development of a Positive Self-Image
   b. Executive Attire
   c. Goal Setting
   d. Management by Objectives
   e. Time Management
   f. Decision-Making Skills
   g. Leadership in Conducting Meetings
   h. Leadership Opportunities in Student Organizations

2. Human Relations
   a. Positive/Negative Attitudinal Traits
   b. Employee/Employer Working Relationships
   c. Co-Worker Relationships

3. Communications
   a. Talking/Listening Skills
   b. Writing Skills
   c. Dictating Skills
   d. Telecommunicating Skills

PART C. THE ENTREPRENEUR AND THE COMPUTER

1. Computers for the Small Business
   a. What a Computer Can Do for Your Business
   b. Determining Computer Needs for Your Business
   c. Service Bureaus
   d. Time-Sharing
   e. Owning Your Own Computer

2. Microcomputers
   a. Operations of the Microcomputer
   b. Hardware/Software
   c. Business Applications

PART D. THE ENTREPRENEUR ESTABLISHES A BUSINESS

1. Developing a Business Plan
   a. Determining Type of Service or Product
   b. Surveying the Market
   c. Determining Location
   d. Developing a Financial Preview of the Business
   e. Selection of Physical Facilities and Equipment Needs

2. Determining the Legal Form of Ownership
   a. Sole Proprietorship
   b. Partnership
   c. Corporation
   d. Franchise

3. Legal Issues and the Small Business
   a. Contracts
   b. Negotiable Instruments
   c. Consumer Protection Laws
   d. Property Laws
   e. Insolvency and Bankruptcy
   f. Trademarks, Patents, Copyright Protection

4. Obtaining Initial Capital and Credit
   a. Determining Financial Needs of the Firm
   b. Sources of Funding
   c. Materials Needed for Application
   d. Establishing a Line of Credit

5. Protecting Assets
   a. Common Business Risks
   b. Shoplifting, Burglary, Robbery
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   d. Credit and Title Insurance
   e. Life Insurance (Key-Person Insurance)
   f. Self-Insurance

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   a. Interview Techniques
   b. Resume Evaluation
   c. Fair Employment Practices
   d. Training and Promotion of Employees
   e. Incentives to Increase Productivity
   f. Employee Fringe Benefits
   g. Development of Company Pride and Employee Loyalty
   h. Labor/Management Relations
   i. Evaluation and Termination of Employees

2. Financial Management
   a. Single Entry/Double Entry Accounting Systems
   b. Forecasting and Budgeting
   c. Analysis of Cash Flow Charts
   d. Analysis of Income Statements
   e. Analysis of Statement of Financial Condition
   f. Purchasing and Inventory Control

3. Marketing Management
   a. Pricing Policies and Procedures
   b. Marketing and the Delivery System
   c. Advertising and Media
   d. Salesmanship
   e. Direct/Indirect Sales Promotion
   f. Marketing Research

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   a. Payroll Taxes Paid by Employer for Employee
   b. Payroll Taxes Withheld from Employees' Salaries
   c. Excise Taxes
   d. Business Income Tax for the Self-Employed Person
   e. Anti-Trust Governmental Regulations
   f. Environmental Regulations

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1. Community Relations
   a. Relating to Company Image
   b. Relating to Community Needs
   c. Developing and Implementing a Public Relations Program

2. Personal Finance
   a. Personal Financial Planning
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   f. Individual Income Taxes

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   a. Opportunities at Different Levels of Management
   b. Careers in Service-Oriented Enterprise
   c. Careers in Merchandising-Oriented Enterprise
   d. Careers in Manufacturing-Oriented Enterprise

Appendix 17

PROJECT DIRECTORS AND CONSULTANTS

Dr. Dean Clayton
Co-Director
University of Arkansas
Fayetteville, Arkansas

Dr. Ok D. Park
Co-Director
University of Arkansas
Fayetteville, Arkansas

Mrs. Phyllis Smith
Project Associate
University of Arkansas
Fayetteville, Arkansas

Mrs. Tommie Butler
State Supervisor
Business Education
Department of Education
Little Rock, Arkansas

Ms. Jean McEntire
Area Supervisor
Business Education
Department of Education
Little Rock, Arkansas

Ms. Marsha Brown
Area Supervisor
Business Education
Department of Education
Little Rock, Arkansas

"SUMMER SPECTACULAR"

WYATT'S CAFETERIA
NORTH PARK MALL
NORTH LITTLE ROCK, ARKANSAS

JULY 9 - 10, 1981

PROGRAM

EVENING SESSION
WYATT'S CAFETERIA
JULY 9, 1981

6:30 p.m. - 7:30 p.m.

Invocation.....Dr. Dean Clayton

Dinner.....Buffet Style

7:30 p.m. - 9:00 p.m.

Introduction of Speaker.....Mrs. Tommie Butler

Speaker.....Mrs. Mamie McCullough
President
Positive Life Attitudes for America
Dallas, Texas

"I Can And You Can, Too!"

PROGRAM

MORNING SESSION
WYATT'S CAFETERIA
JULY 10, 1981

8:30 a.m. - 8:45 a.m.

Overview of Program.....Mrs. Phyllis Smith

8:45 a.m. - 9:45 a.m.

Introduction of Speaker.....Mrs. Tommie Butler

Speaker.....Mrs. Mamie McCullough
"How To Get It Together And Remember Where You Put It"

9:45 a.m. - 10:00 a.m.

Coke - Coffee Break

10:00 a.m. - 11:45 a.m.

Speaker.....Mrs. Mamie McCullough

11:45 a.m. - 12:00 Noon

Finale.....Dr. Ok D. Park

Appendix 18

presenting a Summer Spectacular

July 9 - 10, 1981
University of Arkansas at Little Rock

Arkansas business teachers can expect an exciting summer program this year with the return by popular demand of Ms. Mamie McCullough. This visit is made possible through the cooperative efforts of two universities: University of Arkansas at Fayetteville and University of Arkansas at Little Rock.

Since the 1980 August Vocational Conference, business teachers have been clamoring for a return visit by this widely sought-after motivational speaker. It quickly became evident that Ms. McCullough had much more to offer than the time allowed during her last visit, so efforts were begun immediately to arrange another visit.

"The 'I CAN' Lady", as she is described in the enclosed resume, is now intensely involved in writing and creating a new curriculum and classroom materials for the "I Can" Course. Mamie is much in demand as a speaker for staff in-service sessions and teacher training seminars as she challenges such groups with her "I CAN; YOU CAN TOO!" message.

July 9, 1981
Dinner Meeting, 6:30 p.m.
UALR Library, Fifth Floor, Room 519B
Buffet - $7

July 10, 1981
8:30 - 12 Noon
"Motivating Today's Students"
UALR Library, Fifth Floor, Room 517B
Registration Fee - $2

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Don't Miss It!

Appendix 19

Page 83, Personal Resume, was removed for reasons of confidentiality.